

# **The best way of teaching the Arabic language**

## **ABSTRACT:**

The modern methods in education derived their elements of success from psychologists' experiences that cursed and made the child the center of their research and studies. They were able through their understanding of the human soul's nature, to find correspondent and convenient method of treating each specific type, to invent for abnormal cases treatment that fits their nature.

The educators did learn a lot from these beneficial experiences and they amend many of their methods and modalities taking lessons from the psychologist's experiences, for example: it use to be one of teaching rules "start from the easy to the difficult" (from the part to the whole or the total). The educators believed that the child recognize a part easier from recognizing the total, but the psychologists has proved the opposite, they proved that the mind in the process of understanding things, it goes from the whole to the part, when we look to a tree, we look to the tree first then we identify the parts of the trunk, the branches, the leaves and flowers...and so on. If we agree that the mind should get aware of the part before the whole then the scientists should discovered the atoms before the three-dimensional visual materials, but they did not.

Taking this in consideration, the art of teaching refined its methods and prospective, lets take teaching reading for the beginners as an example, now the educators moved from teaching this category using the synthetic methods to the analytical ones (instead of teaching the letter then the word they moved to teaching the word then the letter).

Another example: when they want to explain any word or vocabulary, they are submitting it in a sentence, because understanding the sentence may greatly help the student to understand that vocabulary, this is what they called as interpreting the part in the light of the total.

Truly, the art of teaching is developing day by day new theories and strategies, the way of teaching change from time to time, and the successful teacher is the one who learn from such development and benefit from it , trying to improve professionally, taking advantage of all other opportunities : educational courses + seminars +conferences ...

As a principal, being in contact with several teachers, I felt a big need of innovation in our way of teaching our Arabic language, the teachers has to learn some of the new techniques and methods that can help them to achieve their objectives. That is my purpose of this search and humble presentation asking Allah to accept from all of us.

## **DESCRIPTION OF PRESENTER:**

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## **THE IMPORTANCE OF HAVING A PLAN**

- ***The concept of planning:***

It is an approach aims to limit and study the potential and the resources available.

The planning help to conserve the human mind energy develop it using scientific methods for thinking and studying the available natural's resources.

- ***The importance of planning:***

Planning is very useful in different aspects; we can limit some of them as follow:

1. Determine the economic potential and human resources.
2. Study the community hope and wishes and arrange it in specific priorities.
3. Design ways that meet the specific goals

1. Determine the economic potential and human resources.
2. Study the community hope and wishes and arrange it in specific priorities.
3. Design ways that meet the specific goals.
4. Use the scientific thinking in solving economic and social problems.
5. Use the results of scientific search in improving the development methods and plans

The purposes of planning include:

- clarification of the objectives to the pupils,
- provision for individual differences,
- development of means for stimulating interest,
- provision for a logical instructional sequence,
- provision for flexibility, and
- enabling the teacher to teach with confidence.

The importance of planning for teaching can be summarized as follows:

1. Avoid the teacher from improvised and random preparation, by achieving the partial objectives from the broader framework of the education objectives.
2. Determines the appropriate actions that the teacher has to implement in the lesson and in the evaluation taking in consideration the actual student's knowledge
3. Lead the teacher to the growth of his professional experiences in continuing basis.
4. Avoids any embarrassing situations for the teachers.
5. Helps the teacher to discover the disadvantages of the curriculum (objectives, content, teaching methods and evaluation)
6. Helps him to improve the curriculum itself, by submitting proposals to the concerned authorities.

• Types of lesson plans:

A) **quarterly Planning** which includes the distribution of the curriculum on the months and the weeks of the semester, teaching objectives for each unit of study or period of time, aids, and assessment tools used.

B) **Weekly or daily planning** for each lesson or small group lessons.

• the lesson plan components:

**Routine Components:** it includes:

- ❖ the Lesson Title (Subject),
- ❖ the date of implementation of the plan (day, date, and session type)
- ❖ the time (to link planning with time and referred to the number of minutes or quotas) and distribute it respecting the technical component

**Technical Components:** it includes:

- ❖ Behavioral objectives (learning objectives).
- ❖ Procedures for Teaching: (all that would achieve the objectives of learning, teaching strategies appropriate to the quality of students and their previous experience, and how to use educational materials and equipment to provide new educational experiences, and associated activities).
- ❖ Educational materials and equipment (teaching aids) and its different natures: stories, books, audio, or video that will help to achieve the learning objectives.
- ❖ Evaluation of Learning: This section contains the questions or the tools by which the teacher measure the achievement of learning objectives.
- ❖ Homework: what each student is asked to do outside the school related to what he study or will in few weeks (raising the motives of students and encourage them to think ... etc.).

• Planning skills for teaching

them to think ... etc.).

- Planning skills for teaching

**First:** Identify the previous experiences of students and the level of their mental development.

- The demands of learning: experiences and skills of former students related to the new lesson.
- Characteristics of student's growth in the process of teaching (mental, sensory, motor, language .... etc.).

Ways to identify the student mental development level:

- \* Ask the school administration.
- \* Collect data from teachers.
- \* Conduct tests to measure the student's intelligence.

All these things help the teacher in formulating his objectives and chose the appropriate strategies for teaching.

**Second:** Identify the educational materials and equipment available for teaching.

Learning materials are everything that stores scientific material (photographs, films, transparencies, slides, maps, paintings, posters, books)

The educational bodies are: the equipment that is used to display the content on the scientific material as the upper display.

**Third:** analyze the teaching material to determine the content of learning.

- Is everything in the lesson is new information for the students?
- Why was some of the information already within the student's knowledge in the content of the lesson?
- What is the basic information of this lesson? Can we write it separately?
- Is the essential information of the lesson has equal degree of importance?

- **Content of learning:**

Article or cognitive or emotional skills included in the lesson can be:

- Information (skills) not essential, the students already knew, teacher use it as introduction and for binding.
- Information (skills) essential should be taught to the students.
- Information (skills) not previously known by students, used by teachers for the explanation and illustration, but it is not part of the lesson's essential information.

We called the information or the basic skills's census of studying as: content analysis.

It works in classified steps:

1 - Sentences describe observations of particular substance or a certain position, it is not generalized (does not apply to multiple positions) it called ((**facts**)) such as: the Sun shone in the daytime

2 - Words or terms have verbal significance, once read or heard the mind find significance for it, it called ((**concepts**)), such as: human, sea..... Etc.

3 - Statements describing the similar notes or similar public positions frequently repeated, it so-called ((**generalizations**)) such as: who works hard succeed.

**Fourth** - formulate the learning objectives:

- Very general goals such as: the upbringing of children in a valid Islamic upbringing.
- Medium goals: such as teaching students to read and write.
- Simple specific goals: the pupil reads the lesson's sentences in aloud sound.

- **Characteristics that distinguish simple goals:**

- Ability to achieve the goal in time relatively simple.

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  - Ability to achieve the goal in time relatively simple.
  - Using verbs in present expressing what the student will do as a teaching result (not what the teacher)
  - Simplicity of the act so that it can be seen if the student learn it or not.

The goal having all the previous characteristics is called: **behavioral procedural objective**, it is indispensable for the accurate identification of learning objectives and to be drafted accordingly to what we discuss earlier, the teacher should have the following components:

**To + behavioral procedural verb + students + article's verb + performance conditions**

it has 3 kind of fields : the knowledge and skill and emotional.

**Fifth:** Design strategies in order to achieve the teaching learning's objectives.

This strategies means certain sequence of steps aimed to achieve certain goal.

Giving information to students without a goal and a way does not achieve the learning objectives; we must adopt a particular teaching strategy that includes the role of the teacher and the role of the students who will participate in the educational process.

**Sixth:** Select and design methods to evaluate the learning outcomes:

if the Objectives were not precisely defined, they may mislead the teacher during his work and during the evaluation.

Have the plan be written (in the teacher note book).

Now that we talked about the planning and its importance for the teachers, let us discuss some practical ways of teaching the Arabic language

## **THE LINK BETWEEN THE ARABIC LANGUAGE BRANCHES:**

It is a substantial natural link, because all the branches are cooperating to achieve the original purpose, which is to enable the learner to use the Arabic language correctly for explaining and understanding, we must consider that:

- Branches are all much related to the language.
- The known partition: reading, songs, spelling, expression, etc ...is an industrial division that intends to facilitate the educational process, and increase the attention for a specific color at a particular time.
- Handle more than one branch in each session far from affectation, giving the designed section the largest share of attention.

To reflect the close link between the Arabic language branches, we say:

\* **Reading:** present possibilities for training on the expression, taste and use of language and spelling, as well as the training to read and understand.

\* **Songs:** is also a field of training on reading and language usage, understanding, taste, and the development of vocabulary.

\* **Spelling:** present a field and training on the use of language, training to draw letters and words.

\* **Expression:** can be also training on the speaking and listening, and the use of language and taste.

\* **Writing:** present possibilities of training to have a clear and neat handwriting in respected time

Accordingly, when we exercise this link:

1 - We teach the students that the Arabic language is an harmonious unity of the 4 elements, each parts complete the other, this help them to not fear the expansion and the growth of the language

- 1 - We teach the students that the Arabic language is an harmonious unity of the 4 elements, each parts complete the other, this help them to not fear the expansion and the growth of the language.
- 2 - Moving from one branch to another can take off the boredom and fatigue during the lessons.
- 3 - Empower them to master the branches of the Arabic language in a natural way taking in consideration the function of the language and their uses.

## **FIRST: THE WAY OF TEACHING READING**

The educators divided the elementary classes to 3 parts:

- Episode I: It comprises first and second grades.
- Episode II: It consists of grades III and IV.
- Episode III: Included the fifth and sixth grades.

### **The method of teaching Reading to the first episode:**

#### **\* During the first semester of first grade:**

the authors of the combination method adopt a beautiful mix between the two methods overall (analytical) and micro (synthetic), they take from the first the word method , and from the other the audio way (voice character), this method has shown very positive results, here's how that works :

1) Prepare the students minds to study the new character through:

- \* Questioning him.
- \* Presenting a model for him.
- \* Telling the story around it.
- \* Listing words include it.

2) View photos' lesson to students [through the monitor over the head ... for example], and let them express what they see, ask them about the pictures' names, start a discussion about it (its benefits and other related things that can train their skills in listening and expressing).

3) Teacher return back to the first image, and draws attention to what was written beneath it, referring to the image, the teacher will ask the student to repeat after him collectively and then individually.

4) The tutor continue reading and the students repeat after him, the teacher focuses on the word without the picture which will be slowly hided from them completely, he repeat the reading making sure that all student read the world correctly . He repeats this activity with all the words of the lesson.

5) The teacher return to the first word and read it while highlighting the colored character (to be taught) through an appropriate detention of the voice, while releasing the rest of the characters during the reading ( the voice is barely above a whisper), the student will repeat after him using the same strategy with that word and all other words.

6) The teacher returned back to the colored character in every word and read it, and requests to the students to pronounce its voice, and refers to the vowels and its meaning on the sound of the letter (with the representation of movement by moving the hand).

7) The teacher displays to student vocabulary cards (without the pictures), and asks them to read collectively and individually, until been sure that the student learned the form and the voice of the word.

8) The teacher displays the letter separately with its vowels using the chalkboard or cards, he calls his students to read and distinguish between the sounds of the letter with its 3

8) The teacher displays the letter separately with its vowels using the chalkboard or cards, he calls his students to read and distinguish between the sounds of the letter with its 3 short vowels.

9) The teacher displays each vocabulary putting the letter underneath the word; make sure that the students recognize the studied letter in its different locations.

10) The teacher asks his students to open the book, read the lesson and strip the letter its votes with the three movements.

11) The teacher direct the student attention to the big letter written on the board, show them clearly the steps to write to letter and make sure that they did learn to write correctly from the beginning until the end, this stage is very crucial because if the student will learn to write the letter wrongly it will take a long time to teach him the correct way.

12) The teacher asks his students to pass the pencil on the letter in its various forms over the bath line (in their books) under his supervision and his guidance, he should teach them to sit correctly in order the have a proper angel in order to have a very clear and neat handwriting.

13) The teacher move to the strengthening exercises, and he felt that it getting boring for them he can do with them some songs or read for them a story(related to the lesson).

**\*During the second semester:**

- Prepare the lesson in away to attract the student attention the whole time (the discussion is often associated with images of the lesson).

-The teacher read the lesson in a model way: clear sound, healthy settings, correct articulation, the students listen, and then repeat after him more than once collectively and individually.

- The teacher displays the words and phrases using cards, or through the projector as a way to keep all their attention on the words and the sentences.

- The teacher has to start with the student having a good pronunciation as a way to give others a chance to train better.

- Explain the words that need clarification (acting is a good method)

If a student could not read a word or a sentence the teacher has to write inn board read it -  
.for him and ask the student to repeat after him

To encourage the conversation, the teacher has helped the student to express what they -  
.see, as a way to develop their speaking and listening skills

**\*Procedure for the reading lessons for second grade:**

- Introducing the lesson by using card s , pictures and posters, the teacher discuss with the students the new words and its meaning, he has to repeat using them until is becoming entrenched in their minds, having clearly understood the lesson and its vocabulary .

- The teacher reads first the whole lesson, the students listen.

- The teacher discusses the most prominent words and linguistic expressions on the blackboard.

- Ask students to read individually, starting by the ones having a good pronunciation, every one has to read and be corrected gently and patiently.

- Have a discussion with the student a way to know what they did understand from the words and the sentences (if the lesson has several paragraph he should do the same method with each paragraph) .

- After been sure tat the lesson is well understood by the student, the teacher asks them to

words and the sentences (if the lesson has several paragraphs he should do the same method with each paragraph).

- After being sure that the lesson is well understood by the student, the teacher asks them to move the exercises.

### **Procedure for the reading lessons for upper grade (episode 2 and 3):**

There is no difference between teaching the reading for the third grade and for the second grade except that in the third grade the student has more skills, more linguistic vocabulary and more social experiences.

For the upper grade, the educators start a new way of reading: silent reading, in order to encourage the students to use in the same time their eyes and their mind without using their voices, this will teach them another way to concentrate.

The educators suggest as a method of teaching for those grades:

- Teacher prepares the students' mind to the new lesson using questions about the last lesson, extracts from their answers and ideas to be linked to the new lesson then the teacher announces the new topic and writes it on the blackboard.
- Prompts students to read the text in inner voice (read silently) for a few minutes, depending on the length of the text (the purpose is to let the student reach the general idea of the subject, and note some hard words and structures maintain them in his mind to ask about them later).
- Teacher discusses the main ideas of the topic in a way that reveals their understanding level.
- Teacher explains the hard vocabulary (he expected) new for them, or they ask about them
- Teacher reads the lesson a typical reading, asking the students to follow with him their eyes on the text, listening carefully to his pronunciation.
- Students begin to read loudly and individually, if the subject is short there is no need to divide it, if it is long it will be better to divide it into units, each student has to read a unit
- After the students read the unit, and before going to the next one, the teacher has to discuss with them what they did understand from that unit.
- Teacher may ask the student to summarize the topic of his subject or to link the idea of the units, or extract the general target from the text or to convert it to an analog dialogue.

#### **\*Conclusion:**

We want to make sure that the pupils at the end did read and did think about what they read, they were able to understand the events and facts sequences, tie them, to realize the main idea in each paragraph, to extract the reasons and results.

We have to make sure that they learned from the new lesson new experiences that can be added with their previous experiences.

### **Pedagogical methods in correcting students reading errors:**

- The teacher should not interrupt the student while he is reading in every word except if he made a harmful mistake, for example reading a verse from Qur'an wrongly or a hadeeth or a mistake that changes the meaning of the word to the opposite.

- If the error is not that important the teacher has to wait until he finishes the sentence then he corrects his mistake, he should not let him move to the other sentence unless he understood his mistake and learned from it.

#### ***How is the correction?***

- Students may be asked to repeat what he read, saying to him: Re-read the sentence my son and be careful while you are reading the word (\*\*\*) (the teacher reads loudly for him)
- Teacher can direct a question to the mistaken student, in a way to attract indirectly his attention to the mistake, allowing him to correct it by himself.
- The successful teacher distributes the correction of errors with several different readers (not only one or two) in order to have the whole class participate in the correction and to avoid some hurt feelings
- The teacher can bring together the common mistakes as a discussion for the whole class.

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## **SECOND: THE WAY OF TEACHING SONGS**

Usually the songs are only taking part of the first, second and third grade curriculum (it depends about schools)

### **\*The steps of teaching songs in the first and second grade are as follows:**

- introduce the song by a small discussion or some questions.
- The teacher sings for the students the song
- The students repeat with him until they learn it.
- The teacher lowers his voice little by little letting the student sing the song all along by themselves.
- The teacher explains for them the vocabulary that needs to be clarified.
- The teacher asks each student to sing individually.

### **\*The steps of teaching songs in the third grade are as follows:**

- Introduce the song by a small discussion or some questions.
- Teacher read the song without composition or toning.
- He asks them to read individually and consecutively while correcting their mistakes and errors.
- Teacher discusses the meaning of the song and its general ideas.
- Teacher sings first by himself while the students are listening then he asks them to sing with him until being sure that they all learn the song.
- He demands them to sing it individually to correct any mistake.

## **THIRD: THE WAY OF TEACHING SPELLING**

The spelling is three types:

- 1 - **Replicated** (transferred).
- 2 - **Perspective**.
- 3 - **Listening** (usually done as a test).

The new methods suggested by the educators are divided according to the grades, they are as follow:

- For the first and second grade: Replicated and perspective, within the reading and writing sessions.
- For the upper grade: the perspective and as a listening during the reading and writing parts.

### **A) The method of teaching the copied spelling (transferred):**

- Use questions to attract the attention of the students while introducing the subject of the spelling (letters, words or sentences).
- Use some educational tools (poster ...), the teacher handwriting has to be clear and contains the vowels.
- Teacher reads clearly for the whole class.
- He asks other students to read after him.
- Teacher begins s spelling discussion, electing a number of words that represent the spelling lesson(or rule) , characterized by underlining those words , he then demands from some students to read, spell its alphabet and writing it on the blackboard (or their small boards)
- he write on the board all the errors that the student can make, put next to each error the sign (x), discuss with the student the errors and how to correct it, write the correct ones and put next to it the sign ( )



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- he write on the board all the errors that the student can make, put next to each error the sign (x), discuss with the student the errors and how to correct it, write the correct ones and put next to it the sign ( )
- Teacher dictates, the student write in their notebook, they are asked to write slowly and clearly.
- At the end the teacher repeat all what he asked the student to write in a way to give them another chance to correct any mistake.
- Teacher takes all the notebooks calmly to be corrected later on.

### **B) The method of teaching the perspective spelling (seen):**

It is not difference between the perspective spelling and the copied one, except that this type demands more visual concentration.

- Teacher writes clearly the text (sentences or words) on the board.
- Teacher reads clearly for the whole class.
- He asks other students to read after him.
- Teacher begins s spelling discussion, electing a number of words that represent the spelling lesson(or rule) , characterized by underlining those words , he then demands from some students to read, spell its alphabet and writing it on the blackboard (or their small boards)
- Teacher erase everything from the board (the students do the same in their small boards).
- Teacher dictates word by word, sentence by sentence, the students write that in their notebook, they are asked to write slowly and clearly
- At the end the teacher repeat all what he asked the student to write in a way to give them another chance to correct any mistake.
- Teacher takes all the notebooks calmly to be corrected.
- Each student corrects his error by writing it correctly several times under the teacher supervision.

### **C) The method of teaching the listening spelling (test):**

- Teacher starts the spelling test by asking questions related to the subject of the spelling.
- Teacher reads the text (sentences/words) clearly and slowly allowing the student to understand the general idea.
- Discuss with them the meaning of the subject to test their understanding.
- Re-read the subject to students who are listening, and get ready for writing.
- Teacher dictates the text (sentences/words) to the students clearly and slowly.
- Re-read the subject to students in case if they missed something.
- Teacher takes all the notebooks calmly to be corrected.
- Each student corrects his error by writing it correctly several times under the teacher supervision

#### ***Kinds of methods the correct the spelling errors:***

- **Correction in the classroom:**
  - ❖ It can be done by writing on the board the mistake and its correction and ask the students to correct it by their own as a way to train them to admit their mistakes and learn from it
  - ❖ It can be done for each student separately , while the others are reading or writing something and this is the best way that the educators advise the teacher to use because it give the teacher chance to explain to that student his mistake and be sure that he understood it.
- **Correction outside of the classroom:**

The teacher corrects the students' books in his free time, write down the correction. This method is less useful than its predecessor, but it remains a good way for the teacher to collect the most common errors, classified it in order to be discussed with the students again.

Here, it must be pointed that the efforts has to be doubled with the students who have not mastered yet the spelling skills.

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#### **FOURTH: THE TEACHING METHOD OF EXPRESSION**

The first grades are considered as very good opportunities to train students to express what they are simmering in their hearts, in this age of these groups as their curiosity and anger to know more grow we should take advantage of such period by reading stories for them and ask them to express what they learned from as a way to develop their listening and expression skills.

Expression can be taught in two ways: **orally or and written**.

In the first and second grades usually the teachers used the orally: during reading and writing sessions the students are asked to express orally what they see in the pictures or what they did learn from a story or what they saw in a visit or a special trip.....

For the upper level the teacher should used both orally (verbal) and written, this should be as follow:

- Complete the story orally or give an end to it.
- Complete the missing words in the sentences.
- Create a paragraph by arranging a few sentences in order to have the right meaning.
- Expression of a scene from student's environment, or narrate a story.
- Employ some words in full sentences (studied words are from the text)
- Write a word of gratitude or a congratulation letter.
- An essay about an activity has been done in the school or outside.

#### **FIFTH: THE TEACHING METHOD OF WRITING**

It has to be taught specially in the first grades during the reading and the writing session. Its educational objectives are three:

- 1) Clarity.
- 2) Speed.
- 3) Beauty.

The steps to be taught are as follows:

- Introduction: ask the student to prepare their notebook and their pencils while the teacher is writing the text (sentence/word) on the board.
- Teacher reads clearly and asks some of students to do the same.
- Explains the meaning in a simplified way.
- Teacher begins his technical explanation and request from the students to observe him writing the letter and its parts in different colors (he could present in front of them three-dimensional model for the character).

\* **Simulation**: that the first step that the teacher has to start with the student individually.

\* **Individual guidance**: teacher passes between the pupils and instructs each of them, correct and write some models in red pen in their note book while explaining the mistakes.

\* **General guidance**: if the teacher notices a common mistake, he orders the students to stop writing and return to the chalkboard, explain to the right from the wrong.

-The teacher has to continue his guidance individually and collectively while using some encouraging words and sentences.

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